

OFC

26 April 1962

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THRU :

Chief, Operations Branch

**End-of-Course Report for Operations Familiarization
Course No. 23, 12 March - 20 April 1962**

1. Synopsis. Operations Familiarization Course (OFC) No. 23 ran from 12 March through 20 April 1962. Twenty-five students were originally enrolled, and twenty-six students completed OFC No. 23. In addition to the original twenty-five, at the end of the second week one Junior Officer Trainee transferred from the Operations Course (OC) No. 13 to OFC No. 23.

The average age of the class was 32, and the average grade was GS-9. A detailed breakdown of the student body is attached as Annex A.

The composition of OFC No. 23 with regard to the origin of the students is as follows: ten Junior Officer Trainees from the Office of Training; one OTR staff member; one student from the DB/1; two students from the DB/3; and twelve students from the DB/P.

As in the case of the past three OFC courses, this course started simultaneously with the running of the OC. The students of both OFC No. 23 and OC No. 13 worked together as one class during the first one and a half days of their respective courses. During this period they were given orientation on the Clandestine Services. Throughout the course the two classes met together, on occasion, to take advantage of the time of guest lecturers and to make a fuller use of the showing of training films.

There were more students with Agency experience in OFC No. 23 than was the case in OFC No. 22. The higher quotient of experience undoubtedly made for a more effective course, in that greater depth was achieved in seminar discussions. Students with experience also contributed to the inexperienced student's quick absorption of course content.

2. Student Performance. The students of OFC No. 23 have to be rated as excellent in meeting the required levels of performance as compared to former classes. The students, from the outset of the course, were diligent in completing their required study. Their thorough preparation was reflected in seminars,

which on a whole were lively and stimulating. These discussions were often carried on after working hours because of the group interest in operational problems given them. The class meshed as a whole by the end of the first week, and any artificial barriers between the inexperienced and experienced quickly disappeared. Other evidence of the quality of the students was their astute questions and well-thought-out comments. It should also be noted that students with technical specialities were willing contributors in seminars and conscientious in their preparation of written work. One of the top students in the class, for example, was a finance officer.

For the first time since May 1959, there were no security violations for an OPC group. There were very few absences from class for personal emergencies. One student was absent one day because of his mother's sudden illness; another student was absent two days when his wife had a baby; and finally, one student missed one day to process overseas orders at Headquarters.

The class had an increased workload because of the addition of four new case studies in the course, the increase in the number of seminars, and the introduction of the lecture/seminar method of instruction. The students met the challenge and worked hard and consistently to perform at a very high level in relation to their individual abilities.

All of the students performed satisfactorily or above in relation to the formal course requirements. Some of the students showed a particular aptitude for advanced work in operations or intelligence.

25X1A2e [redacted] from the A & E staff and [redacted] 25X1A2e
25X1A2e [redacted] of the [redacted] staff reviewed previous OPC evaluations 25X1A6
to determine how the written narrative evaluation could be improved. As a result of this study, guidelines for describing individual student achievement were devised for the use of the individuals who prepare the final evaluations. A committee of four was also formed to assist the Chief Instructor in the preparation of final evaluations. Although provision was made for an EYES ONLY memorandum, it was not necessary to use this memorandum for any of the students in OPC No. 23.

The Junior Officer Trainees in OPC No. 23 deserve commendation for their excellent attitude and initiative taken to quickly integrate themselves into the OPC class. They mixed easily with the older and more experienced students and their enthusiasm and sincerity impressed other members of the class.

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The heavy workload presented to the staff during the six weeks of this course did not present any problem. Credit for this must be given to committee chairmen and individual staff members who never once dulled student enthusiasm.

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Attachment:
Annex A